

PROGRAM REVIEW UPDATE 2016-2017

Program: CalWORKs

Division: Student Services

Date: September 19, 2016

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SLO/SAO Point-Person:

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- **Data from the Office of Institutional Research** (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIZ>)

The most significant program change for CalWORKs in the 2015-2016 academic year was staffing.

1. CalWORKs Counselor Assistant - In the Spring of 2016, the CalWORKs Counselor Assistant, Amanda Ingold, obtained a full-time position at the college, leaving the CalWORKs program without our front line support person. The CalWORKs Counselor Assistant is an 80% position. Hiring the replacement for that position is currently underway. However, the CalWORKs program has been without this support position for about 6 months. This has had an impact on student access to the CalWORKs program, particularly during the summer session where due to staffing availability the CalWORKs program was only open 2 days per week. The CalWORKs Counselor Assistant position may need to be reposted due to delays in the initial hiring process. However, with a successful search, I anticipate that we will have a new CalWORKs Counselor Assistant hired by the end of the Fall semester.

2. CalWORKs Counseling - The CalWORKs program requested and received support from 3SP for our CalWORKs Counseling services. CalWORKs Counseling services have been provided by a retired CalWORKs Counselor, Sally Stickney. Last spring, the CalWORKs program hired a new Adjunct Counselor with the intention of dedicating counseling efforts toward creating a First Year Experience program for CalWORKs students and addressing retention issues. Unfortunately, our new adjunct counselor was hired into a full-time counseling position and was unable to return to the CalWORKs program this fall. Currently, the CalWORKs program is working with the Dean of Student Services, Barbara Morrissey, to address CalWORKs Counseling needs. This is an important issue for CalWORKs students in term of meeting 3SP requirements for priority registration, county requirements for developing Welfare-to-Work plans and academic support.

Currently, the CalWORKs program has 1 Faculty Coordinator and 9 hours of support from our CalWORKs Student Assistant. This has had an impact not only for student support but also on addressing program need, objectives and initiatives. The CalWORKs program is working hard to make sure CalWORKs student's country and college requirements are prioritized and met.

3. Restoration of CalWORKs Funding- Another significant change that I anticipate will impact the CalWORKs program moving forward is the recent restoration of funding for the CalWORKs program. In 2008 the CalWORKs CCC budget was significantly reduced to deal with the state's budget crisis. The new CalWORKs budget allocation with restoration funding will not be released until after the deadline for this report, so the actual increase in dollars is unknown at this time. However, the program does expect to see an increase in funding that may positively impact services to students, subsidized employment opportunities and other student supports.

4. CalWORKs Student Headcount Update – the CalWORKs Student unduplicated annual headcount increased 15% last year. This change does indicate a shift in direction. The CalWORKs program has been more active in outreach efforts and this change indicates that some of these efforts have been successful. The CalWORKs Coordinator has increased participation with various off-campus social service programs such as a collaborative with Child Care Links and outreach partnerships with Alameda County along with other agencies.

CalWORKs Student Headcount for 2014-2015	55 students
CalWORKs Student Headcount for 2015-2016	64 students

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

Improving Student Success

The CalWORKs program created and implemented a series of CalWORKs Student Workshops and Support Activities. The CalWORKs program developed and offered the following workshops for students:

- Portraits of Student Success -Writing an Effective Personal Statement
- Career and Major Exploration – Creating Your own path to success
- Cultivating Gratitude and Happiness in yourself and in your children
- Writing an Effective Resume and Interview Strategies
- Utilizing Mindfulness Practices to Reduce Stress
- Transitioning of off CalWORKs- Creating a plan
- Social Services in the Tri-Valley – Accessing Your Local Resources
- Utilizing Linked In to hone your job search skills and connect with Employers

Additionally, the CalWORKs program hosted Monthly Meet-ups to help CalWORKs students connect with one another and receive support to complete their monthly progress reports. We introduced a new theme each month and targeted our Meet-ups around this theme. Our theme's included Political and legislative Advocacy, Taking Care of Yourself, and recognizing Student Success. There are additional workshop topics that the CalWORKs program will continue to develop and offer to students.

Outreach and Recruitment

The CalWORKs program worked with a design firm to create our new CalWORKs logo and program brochure. We received our new outreach materials in May and have been distributing them at key outreach locations. We are also designing an annual CalWORKs/College calendar for students. We worked with CCC Apply to receive list of students who indicate on the LPC college application that they are receiving CalWORKs or TANF and have an informational letter sent to those individuals. Our CalWORKs outreach plan will continue to grow and develop throughout this year.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

CWA Portraits of Success –

We work very closely with our CalWORKs students to help them author their own story and articulate their challenges and successes. This last year we worked closely with four CalWORKs students to complete their personal statements and apply for both Regional and Statewide

CalWORKs Scholarships. These four students were highlighted in last year's Portraits of Student Success. Las Positas College, for the 2nd time, put forth the Statewide CalWORKs Association Scholarship Winner! Joe Sanchez was awarded a \$2,000 scholarship and was able to participate in the CWA Statewide CalWORKs Student Panel. We also had the privilege of inviting our first LPC statewide CalWORKs scholarship winner, Robin Riviera, to introduce this year's student speaker's panel. It was an inspiring and heartwarming event! I look forward to it every year!

The CalWORKs Association Training was held in San Francisco last year and afforded us the opportunity to send 5 CalWORKs Students to the conference. It was an excellent opportunity for our students to participate in the CalWORKs conference and to hear so many success stories from students facing similar barriers to success. Plus they had the opportunity to spend some time in the city and explore!

CalWORKs Student Recognition Celebration

Last year the CalWORKs program hosted its CalWORKs Student Recognition Celebration. This event is partnered with a campus-wide CalWORKs gift card donation and toy drive program. Our CalWORKs students receive Holiday gift cards which have been donated from campus clubs, students, faculty, staff and various community organizations. Additionally, our Fire Science program, under the leadership of Ron Johansen, hosts a toy drive for the CalWORKs children each year. Our Fire Science students have wonderfully supported this event for over 10 years. While all of these supplemental supports are outstanding, the Student Recognition Celebration allows us to recognize and honor our CalWORKs students' achievements, share a bit about their aspirations and goals and honor their dedication to transform their lives. They are able to hear from inspiring former CalWORKs students who have followed their own dreams and created a new life for their families. This is always a very rich and rewarding event for our CalWORKs students.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

CWA Association Conference Support- Last year our LPC CalWORKs program took on a significant leadership role in the CalWORKs Association Conference. We agreed to organize and implement registration for the conference. This was a significant time commitment and ended up being way too much for our CalWORKs Staff to take on with only a FT Coordinator and 30 hour/week support staff. The conference attendance was over 450 attendees. The planning and registration process began in October 2015 and ended in April 2016 and was a significant expenditure of time resources for our program. The impact to our program was felt most heavily in the Spring and caused a reduction in Spring CalWORKs student programming.

Additionally, the CalWORKs Counselor Assistant obtained a Full-time position at the college and we have been without a CalWORKs Counselor Assistant since April.

E. What are your most important plans (either new or continuing) for next year?

Further expand and explore student support series:
Including mindfulness habits in a more comprehensive manner
Neuroplasticity and creating positive changes
Examine more formalized FYE program or developing curriculum

Increase collaborative with Alameda County to support CalWORKs Student Employment through AB74 funding.

We will also continue to increase outreach efforts for our program through social service collaborations.

Establish process with San Joaquin County to provide book assistance for students to eliminate out of pocket expenses for text books for students.

Shore up CalWORKs staffing including hiring a new CalWORKs Counselor Assistant and a new CW Counselor.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ___yes ___no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIz>

1. SAO: Enhance CalWORKs Student professional development and leadership skills in order to prepare them for the workforce.

Describe the quantitative or qualitative results:

The data indicates that 30% of CalWORKs students have been connected with on and off-campus employment through CalWORKs program efforts. Given the size of our CalWORKs program, limitations on budget and staff capacity, this percentage of students involved with the Work Study Program and participating in career preparation is higher than originally anticipated. The CalWORKs program this year hosted a number of employment related workshops and was able to successfully collaborate with both on and off campus employers to expand work opportunities for students.

Discuss any actions taken so far (and results, if known): While the CalWORKs Work Study program is effective in providing employment opportunities for students, there may still be further enhancements to the program that would benefit students. We have expanded collaborations with the Tri-Valley One Stop and are working toward establishing an employment contract with Alameda County to provide additional dollars for work-study opportunities. The CalWORKs program will explore providing additional services to aid student in seeking employment near degree completion and transitioning back into the workforce.

Discuss your action plan for the future:

Attempt to move forward Work-Study program with Alameda County in order to increase opportunities for students in subsidized employment. Develop a workshop series that would target work-study students and be a part of a transitioning off CalWORKs program.

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?